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IMPACT

**The District of Columbia Public Schools
Effectiveness Assessment System for
School-Based Personnel
2009–2010**

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GROUP 16 Mentor Teachers

TABLE OF CONTENTS

3	Letter from the Chancellor
4	Putting Growth First
6	Overview
8	IMPACT Components
22	Putting It All Together
26	Concluding Message





Dear DCPS Community,

As a direct result of your diligence and commitment to excellence, DCPS has made dramatic student achievement gains over the past two years. Since 2007, our elementary students have increased 11 percentage points in reading proficiency and 20 percentage points in math. Our secondary students have also made dramatic gains: 11 percentage points in reading and 13 percentage points in math. Your collective hard work on behalf of our students has been *the* critical component in making these gains possible.

While we celebrate these achievements, we know that there is still much work to be done. Slightly more than half of our elementary children are still below grade level in both reading and math. The same is true of nearly 60% of our secondary students. We cannot rest until every child in our school system is achieving at the highest levels. As a DCPS community, we believe that we have both the power and the responsibility to overcome the obstacles that stand in the way of our success. In particular, we are motivated by a commitment to ensure that the gap in achievement that separates District of Columbia children by race, class, language of origin, and special education status is eliminated once and for all.

Research and experience tell us that the most important factor impacting our ability to close the achievement gap and increase student learning is *you*: the adults who serve our students each and every day. Recognizing the unparalleled importance of ensuring that talented and committed individuals are serving our students, we have developed IMPACT, the new DCPS effectiveness assessment system for school-based personnel.

We decided to call this new system “IMPACT” because each of you has a dramatic *impact* on the lives of the children in our nation’s capital. Through IMPACT, we seek to create a culture in which DCPS school-based personnel have a clear understanding of what defines excellence in their work, are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness.

IMPACT is the culmination of over a year’s worth of research and design informed by extensive guidance and feedback from the DCPS community. Critical to the development process were over 40 question and answer sessions and over 50 focus groups that we held with school-based personnel. I want to extend my deep appreciation to the more than 500 members of the DCPS community who provided honest and thoughtful feedback in all of these sessions. Your guidance was invaluable.

Thank you again for your commitment to the children of the District of Columbia. You are the most important element of our reform agenda and the key to closing the achievement gap in the nation’s capital. Please know that I am humbled by the work you do each and every day on behalf of our students.

Sincerely,



Michelle Rhee

Chancellor, District of Columbia Public Schools



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you increase your effectiveness so that, as a system, we can dramatically increase student learning. IMPACT does this in three important ways.

- **Clear Expectations** — First and foremost, IMPACT attempts to outline clear performance expectations. We have worked very closely with teachers and other school-based personnel over the past year to draft clear rubrics for each of your IMPACT components. We wanted to ensure that performance expectations were transparent. As many of you voiced in the focus groups we held on the new assessment system: “Please tell me exactly what you expect.”
- **Clear Feedback** — We also wanted you to have clear feedback about your performance. Towards that end, IMPACT does three things. First, as you will see in this guidebook, IMPACT has multiple assessment “cycles” over the course of the year, thereby providing multiple opportunities for feedback. Second, IMPACT calls for in-person assessment conferences as part of each cycle. And third, IMPACT is web-based. You will be able to log into the system at any time to review your ratings as well as written feedback about your performance.
- **Clear Growth Plans** — Finally, we felt it was important for all school-based personnel at all levels of experience and expertise to receive guidance on how to increase their effectiveness. Thus, as part of IMPACT, everyone will have a growth plan. The growth plan, initiated after the first assessment cycle, will outline key strengths and key growth areas as well as next steps for professional development.

What are the school system's plans for professional development?

Professional development is vital to our collective success. We want our schools to be true learning environments, for children and adults alike. This is why we are working aggressively to provide you with the highest quality support.

To start, over the past two years, we have increased spending on professional development by over 400%. But it is how we are using these funds that matters the most. We are investing in what the research tells us actually works: rigorous, job-embedded supports that help you address the unique challenges that you face. In short, we are moving aggressively away from the one-size-fits-all "seat hour" model towards the differentiated "practicum" model.

We know we still have far more work to do in this area, but are excited about the changes that we are already beginning to see in schools across the city. We ask for your continued participation in this reform effort. Getting professional development right is key to our goal of becoming one of the highest-performing school systems in America.



GROUP 16: OVERVIEW

Who is in Group 16?

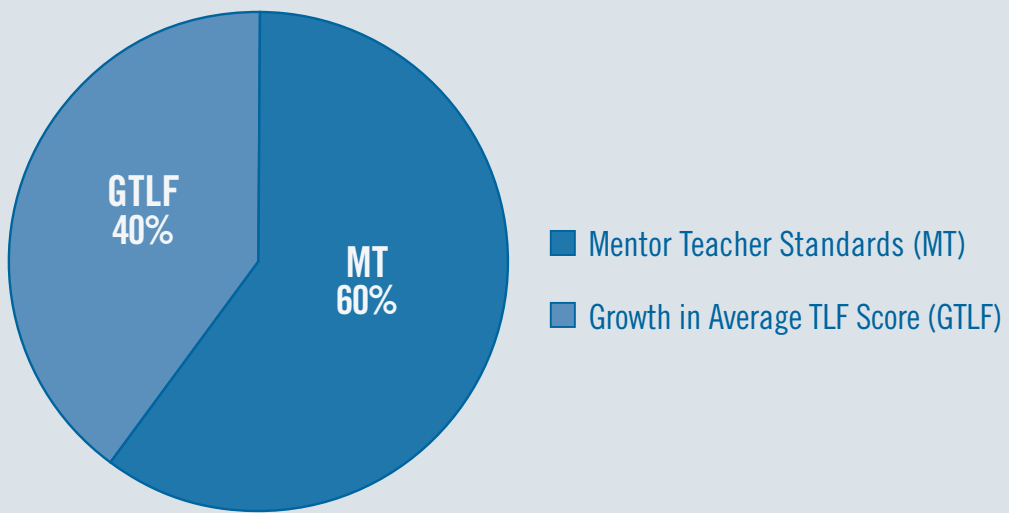
Group 16 consists of all Mentor Teachers.

What are the IMPACT components for members of Group 16?

There are three IMPACT components for members of Group 16. Each is explained in greater detail in the following sections of this guidebook.

- **Mentor Teacher Standards (MT)** — These standards define excellence for Mentor Teachers in DCPS. They comprise 60% of your IMPACT score.
- **Growth in the Average Teaching and Learning Framework Score (GTLF)** — This is a measure of the extent to which your mentees' average score on the Teaching and Learning Framework increases from the beginning of the school year to the end of the school year. This component makes up 40% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 16



MENTOR TEACHER STANDARDS (MT)

What are the Mentor Teacher Standards?

The Mentor Teacher Standards define excellence for Mentor Teachers in DCPS. They include:

- Standard 1: Knowledge of New Teacher Challenges
- Standard 2: Analysis of Practice
- Standard 3: Feedback
- Standard 4: Suggestions for Improvement
- Standard 5: Data Analysis
- Standard 6: Professional Learning Communities
- Standard 7: Ability to Motivate Teachers
- Standard 8: External Professional Development Opportunities
- Standard 9: Support of the Mentor Teacher Program

Who developed the Mentor Teacher Standards?

The DCPS Office of Teaching and Learning, in collaboration with a number of DCPS Mentor Teachers, developed the standards. The National Staff Development Council Standards helped inform the development process.

How will my proficiency in the Mentor Teacher Standards be assessed?

Your proficiency will be assessed three times over the course of the year according to the rubric at the conclusion of this section. A representative from the DCPS Office of Teaching and Learning will conduct the assessments, the first by December 1, the second by March 1, and the third by June 15.

As part of each assessment cycle, you will have a conference with a representative from the DCPS Office of Teaching and Learning. At this conference you will receive written feedback based on the Mentor Teacher Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Mentor Teacher Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your three assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

SAMPLE SCORE CHART
MENTOR TEACHER STANDARDS

REVIEW CYCLE	INDIVIDUAL STANDARDS									CYCLE AVERAGE (Average of MT 1 to MT 9)
	MT 1	MT 2	MT 3	MT 4	MT 5	MT 6	MT 7	MT 8	MT 9	
Cycle 1	3	3	4	3	4	4	3	4	3	3.4
Cycle 2	4	3	3	4	3	3	4	4	4	3.6
Cycle 3	4	4	3	4	3	4	3	4	4	3.7
OVERALL ANNUAL COMPONENT SCORE (Average of All Three Cycles)										3.6

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.



MENTOR TEACHER STANDARDS (MT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
MT 1: KNOWLEDGE OF NEW TEACHER CHALLENGES		
MT 1	Mentor Teacher demonstrates expert knowledge of the challenges associated with serving as a new teacher in DCPS.	Mentor Teacher demonstrates solid knowledge of the challenges associated with serving as a new teacher in DCPS.
MT 2: ANALYSIS OF PRACTICE		
MT 2	Mentor Teacher demonstrates expert ability to analyze teacher practice through observations and data analysis.	Mentor Teacher demonstrates solid ability to analyze teacher practice through observations and data analysis.
MT 3: FEEDBACK		
MT 3	Mentor Teacher demonstrates expert ability to provide teachers with clear and direct feedback in a respectful manner.	Mentor Teacher demonstrates solid ability to provide teachers with clear and direct feedback in a respectful manner.
MT 4: SUGGESTIONS FOR IMPROVEMENT		
MT 4	Mentor Teacher demonstrates expert ability to provide teachers with specific and instructionally appropriate suggestions for improvement.	Mentor Teacher demonstrates solid ability to provide teachers with specific and instructionally appropriate suggestions for improvement.
MT 5: DATA ANALYSIS		
MT 5	Mentor Teacher demonstrates expert ability to gather, analyze, and report both quantitative and qualitative data about teacher and student performance.	Mentor Teacher demonstrates solid ability to gather, analyze, and report both quantitative and qualitative data about teacher and student performance.
<i>Each line of the rubric is assessed independently.</i>		

LEVEL 2

LEVEL 1 (LOWEST)

Mentor Teacher demonstrates inconsistent knowledge of the challenges associated with serving as a new teacher in DCPS.	Mentor Teacher demonstrates very limited knowledge of the challenges associated with serving as a new teacher in DCPS.
Mentor Teacher demonstrates inconsistent ability to analyze teacher practice through observations and data analysis.	Mentor Teacher demonstrates very limited ability to analyze teacher practice through observations and data analysis.
Mentor Teacher demonstrates inconsistent ability to provide teachers with clear and direct feedback in a respectful manner.	Mentor Teacher demonstrates very limited ability to provide teachers with clear and direct feedback in a respectful manner.
Mentor Teacher demonstrates inconsistent ability to provide teachers with specific and instructionally appropriate suggestions for improvement.	Mentor Teacher demonstrates very limited ability to provide teachers with specific and instructionally appropriate suggestions for improvement.
Mentor Teacher demonstrates inconsistent ability to gather, analyze, and report both quantitative and qualitative data about teacher and student performance.	Mentor Teacher demonstrates very limited ability to gather, analyze, and report both quantitative and qualitative data about teacher and student performance.

Each line of the rubric is assessed independently.



MENTOR TEACHER STANDARDS (MT) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
MT 6: PROFESSIONAL LEARNING COMMUNITIES		
MT 6	Mentor Teacher demonstrates expert ability to foster the development of effective professional learning communities.	Mentor Teacher demonstrates solid ability to foster the development of effective professional learning communities.
MT 7: ABILITY TO MOTIVATE TEACHERS		
MT 7	Mentor Teacher demonstrates expert ability to motivate teachers to take ownership of their professional growth.	Mentor Teacher demonstrates solid ability to motivate teachers to take ownership of their professional growth.
MT 8: EXTERNAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES		
MT 8	Mentor Teacher demonstrates expert ability to help teachers identify external professional development opportunities that are rigorous and are aligned to the DCPS Teaching and Learning Framework.	Mentor Teacher demonstrates solid ability to help teachers identify external professional development opportunities that are rigorous and are aligned to the DCPS Teaching and Learning Framework.
MT 9: SUPPORT OF THE MENTOR TEACHER PROGRAM		
MT 9	Mentor Teacher goes above and beyond to support the continued improvement of the DCPS Mentor Teacher Program.	Mentor Teacher consistently supports the continued improvement of the DCPS Mentor Teacher Program.
<i>Each line of the rubric is assessed independently.</i>		

LEVEL 2

LEVEL 1 (LOWEST)

	Mentor Teacher demonstrates inconsistent ability to foster the development of effective professional learning communities.	Mentor Teacher demonstrates very limited ability to foster the development of effective professional learning communities.
	Mentor Teacher demonstrates inconsistent ability to motivate teachers to take ownership of their professional growth.	Mentor Teacher demonstrates very limited ability to motivate teachers to take ownership of their professional growth.
	Mentor Teacher demonstrates inconsistent ability to help teachers identify external professional development opportunities that are rigorous and are aligned to the DCPS Teaching and Learning Framework.	Mentor Teacher demonstrates very limited ability to help teachers identify external professional development opportunities that are rigorous and are aligned to the DCPS Teaching and Learning Framework.
	Mentor Teacher sometimes supports the continued improvement of the DCPS Mentor Teacher Program.	Mentor Teacher rarely supports the continued improvement of the DCPS Mentor Teacher Program.

Each line of the rubric is assessed independently.



GROWTH IN THE AVERAGE TLF SCORE (GTLF)

What is Growth in the Average Teaching and Learning Framework Score?

Based on each formal observation, every teacher will receive an overall score of 4.0 (highest) to 1.0 (lowest) for her/his proficiency in the Teaching and Learning Framework. From these scores, we can calculate a group average for any subset of teachers (e.g., all teachers in a school, all teachers of a particular subject, all teachers in a Mentor Teacher's cohort). We can then track the growth of that group average from one observation cycle to the next. That growth is what we are describing here.

Why is this one of my IMPACT components?

As an Instructional Coach or Mentor Teacher, your chief responsibility is to help your teachers improve their instructional practice so that their students can achieve at the highest levels. Thus, one key measure of your effectiveness is the extent to which the average Teaching and Learning Framework score of the teachers you are supporting increases over time.

How will this component be scored?

We will compare your teachers' average Teaching and Learning Framework score after the first administrator observation cycle (which will occur by December 1) with their average score after the third observation cycle (which will occur by June 15). As the rubric at the conclusion of this section indicates, growth of 0.4 points or more will yield you a GTLF score of 4, growth of 0.3 points will yield you a GTLF score of 3, growth of 0.2 points will yield you a GTLF score of 2, and growth of 0.1 points will yield you a GTLF score of 1.*

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

**Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



If your lunch was a bug,
Who could you be?
Maybe a nuthatch
At work in a tree,



GROWTH IN AVERAGE TLF SCORE (GTLF) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

GTLF 1: GROWTH IN AVERAGE TEACHING AND LEARNING FRAMEWORK SCORE

GTLF 1

From first administrator observation to third administrator observation, teacher cohort realizes an average growth of **0.4** points **OR** teacher cohort achieves an average score of 3.75 or higher.

From first administrator observation to third administrator observation, teacher cohort realizes an average growth of **0.3** points.



LEVEL 2

LEVEL 1 (LOWEST)

From first administrator observation to third administrator observation, teacher cohort realizes an average growth of **0.2** points.

From first administrator observation to third administrator observation, teacher cohort realizes an average growth of **0.1** points.



CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally three times during the year. The first assessment will occur by December 1, the second by March 1, and the third by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive written feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart on the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric (and you receive no ratings of Significantly Below Standard), your overall score for this component will be Slightly Below Standard and you will see a small deduction in your final IMPACT score.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric, your overall score for this component will be Significantly Below Standard and you will see a significant deduction in your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

**SAMPLE SCORE CHART
CORE PROFESSIONALISM**

REVIEW CYCLE	INDIVIDUAL STANDARDS				CYCLE AVERAGE (Lowest of CP 1 to CP 4)
	CP 1	CP 2	CP 3	CP 4	
Cycle 1	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 3	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
OVERALL ANNUAL COMPONENT SCORE (Lowest of All Three Cycles)					Meets Standard

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.



CORE PROFESSIONALISM (CP) RUBRIC

MEETS STANDARD		SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has no unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has 1 unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual always follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	With rare exception , Individual follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	With rare exception , Individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

Each line of the rubric is assessed independently.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

Each line of the rubric is assessed independently.



PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE		WEIGHTED SCORE	
Mentor Teacher Standards (MT)	3.6	x	60	=	216
Growth in the Average Teaching and Learning Framework Score (GTLF)	4.0	x	40	=	160
TOTAL					376

Step 3

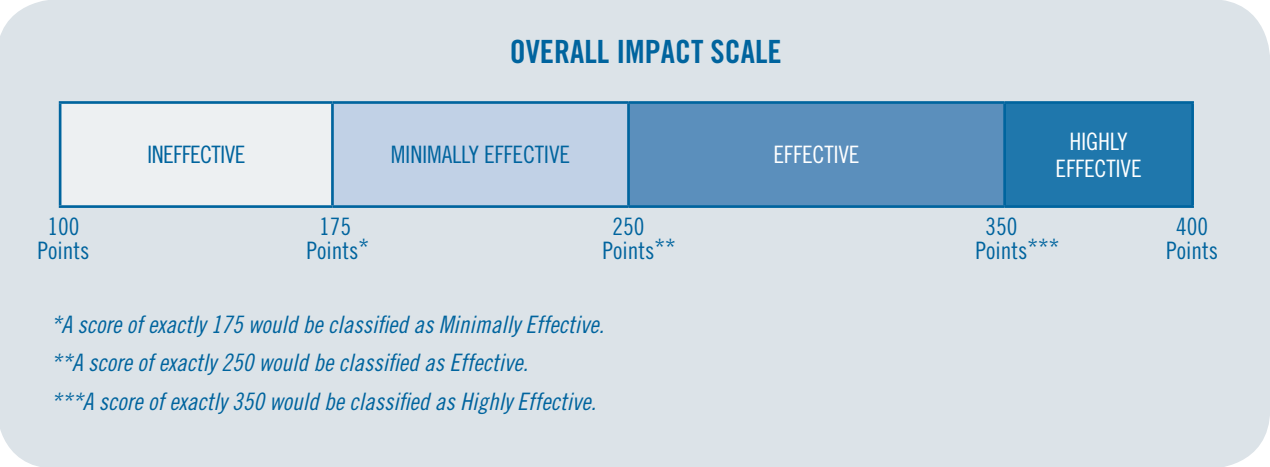
We then add up the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard, then your total score remains unchanged. If your rating is Slightly Below Standard, then 10 points are subtracted from your total score. If your rating is Significantly Below Standard, then 20 points are subtracted. In the example above, the individual’s rating for this component is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and consult the scale below to arrive at your final IMPACT rating.



PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. DCPS hopes to provide additional compensation to individuals who earn this rating.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating will have access to additional professional development resources to help them increase their effectiveness. Such individuals will also be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I disagree with my rating, what are my options?

First and foremost, we want to ensure that your ratings are accurate. If, at *any* point in the year, you feel that your assessment is being conducted improperly, we encourage you to contact the DCPS Office of Labor Management and Employee Relations (LMER) at 202-442-5373. We also encourage you to contact your union representative. Our hope is that we can collaboratively work to rectify any inaccuracies or improprieties as soon as they are known. Doing so is in everyone's best interests. When there is a legitimate difference of opinion that cannot be resolved, we encourage you to avail yourself of all rights provided for in your collective bargaining agreement.



CONCLUDING MESSAGE

As noted in the Chancellor's opening letter, we called this system "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. *You* are the most important lever of change in our school system.

Just as you are critical to expanding the life opportunities of our students, so, too, are you critical to ensuring that IMPACT continues to grow and evolve over the coming years. We acknowledge that IMPACT is not perfect. And so we ask you to provide honest and constructive feedback over the coming year to help us make "Version 2.0" even better.

Starting in October, we will be holding a year-long series of feedback sessions to gather input for the 2010–2011 version. We encourage you to attend and make your voice heard.

Thank you in advance for your participation in this effort. Together, we will make IMPACT a national standard, and, in so doing, help advance the achievement of children across this country.

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